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ual survival in the same manner as nutritive or protective reactions.

The speech reactions which are valuable for society are those which may function as effective stimuli in the further development of the physical and social resources of the community.

Since speech reactions may be regarded as sensori-motor phenomena, the direct study of their antecedent neural and general biological conditions is of greater scientific advantage than the study of concomitant or supplementary (conscious) phenomena giving only fragmentary and highly variable indices of the essential antecedents.

The traditional psychological classifications still convey at least an implicit faculty reference to many psychologists and philosophers. So difficult is it to disregard this assumption and the "specially created" attitude toward complex human behavior, that some psychologists (the behaviorists) prefer to substitute natural science concepts in which the principles of evolution, phylogeny and ontogeny are explicitly regarded as underlying their investigations.

A. P. WEISS.

OHIO STATE UNIVERSITY.

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#### REVIEWS AND ABSTRACTS OF LITERATURE

*The Picture Completion Test.* RUDOLF PINTNER and MARGARET M. ANDERSON. Baltimore: Warwick and York. 1917. Pp. 101.

In this monograph the authors present a standardization of Healy's Pictorial Completion Test, which was introduced in the *Psychological Review* in 1914. Since that date the test has become familiar in psychological clinics. It was devised with the intention of making available a test which would involve the Ebbinghaus Completion Method, and would at the same time eliminate the factor of language. It consists of a picture, significant missing elements of which are to be supplied by choice among many alternatives provided.

Hitherto the test could be given only for the purpose of gaining a general idea of the subject's mentality, and, as is the case with all unstandardized or partially standardized tests, the results were of problematical value. The authors of the present work have thus made a very useful contribution to the equipment of the psychological clinic, by determining and presenting norms of performance for every age, from five years to adult years, inclusive. In the absence of any statement to the contrary, it is probably permissible to assume that age is counted from birthday to birthday, a five-year-old, for example, being counted as five years old from his fifth birthday to

his sixth birthday, instead of being counted as five years old during the twelve months nearest to his fifth birthday, as is sometimes done in standardization. A definite statement from the authors would have served to clarify this doubtful point.

The medians and percentiles, in terms of which the norms are calculated, are based on a total of fifteen hundred and twenty cases, but the number of subjects at age five is very small. As in all standardizations which are of value, the point of view is behavioristic throughout, no *a priori* judgments being made by the investigators as to which moves should be considered correct, and which incorrect. The performance is finally scored in terms of the kinds of moves made, the factor of time being neglected. As a result of the research, the psychologist is provided with norms which may be used as a year scale, a point scale, or a percentile scale.

The authors are able to report that this test is excellently adapted for children at all ages, and to some extent for adults; that there are no sex differences in performance; that, as would be expected from previously published results of general intelligence tests, children from good or medium environment are better performers than are children from poor environment; and that accelerated pupils do better than retarded pupils. All of these results tend to give confidence in the validity of the test. The correlation of the performance at each age with that at every other age shows the relative difficulty of the various moves to be approximately the same for children of all ages.

It is desirable that many more tests may be thus adequately standardized in the near future. Psychologists have been diligent in devising tests, rather than in standardizing them. The clinician, however, calls not for ingenious and interesting devices, but for instruments of precision. It is to be hoped that Professor Pintner and his collaborators may continue to add to their already extensive service in this field.

LETA S. HOLLINGWORTH.

COLUMBIA UNIVERSITY.

#### JOURNALS AND NEW BOOKS

JOURNAL OF EDUCATIONAL PSYCHOLOGY. January 1918.  
*Some Mathematical Aspects of the Binet-Simon Tests* (pp. 1-12) : FRANCIS N. MAXFIELD. — The result of the child's performance is the score and it must be interpreted. An analysis of the results of several workers is given and a list of references appended. *The Measurement of Intelligence: Six Hundred and Fifty-three Children Examined by the Binet and Porteus Tests* (pp. 13-31) : S. D. PORTEUS.